



مدرسة كامبردج انترناشيونال
Cambridge International School, Dubai

Inclusion

Gifted and Talented Policy and Procedure

NAME OF POLICY	Exceptional Learners Policy and Procedure
APPROVED BY	Principal
LAST REVIEW DATE	SEPTEMBER 2026
NEXT REVIEW DATE	SEPTEMBER 2027
RELATED POLICIES	• Students With Determination policy • ELL policy • GEMS Gifted and Talented Key Principles • Teach Like a GEM: Playbook • Sparkling GEMS Inclusion Handbook and Toolkit

Introduction

Cambridge International School, Dubai (CIS) welcomes pupils with a wide range of abilities. Each pupil is perceived to be an individual of great value. We strive to provide a secure yet challenging educational environment which will stimulate the development of all students and enable them to maximize their potential.

Gifted and Talented students learn at a different rate from other children and accommodation at that rate is crucial to their intellectual and emotional development. These students need to be extended beyond the core content, to work at higher levels demanding greater complexity of thought. Gifted and Talented students need the challenge and freedom to explore research and express themselves.

This policy outlines the purpose, nature and management of the teaching and learning of Gifted and Talented students at CIS.

Inclusive education is the process through which schools develop systems, classrooms, programmes and activities so that all students can learn, develop and participate together. In an inclusive school, the curriculum, physical surroundings and school community should reflect the views and characteristics of its students. An inclusive school honours diversity and respects all individuals. (UAE Inspection framework, 2015)

Definition

The following definitions for gifted and talented students are taken directly from the MoE Inspection Framework and thus align with the UAE vision for education. They are based on the 'Differentiation Model of Giftedness and Talent' (Francoys Gagne) and align with international best practice.

- The term Giftedness refers to 'a student who is in possession of untrained and spontaneously expressed exceptional natural ability in one or more domain of human ability.' These domains will include intellectual, creative, social, physical abilities. In the case of a gifted student, whilst exceptional potential will be present, they may underachieve.
- The term talented refers to 'a student who has been able to transform their 'giftedness' into exceptional performance.' Talented students will always demonstrate exceptional levels of competence in the specific domains of human ability.
- All gifted students have the potential to be highly able but not all highly able students are truly gifted.

Rationale

Assumptions underlying the provision for gifted students at CIS.

- Gifted and Talented students learn at a different rate from other children and accommodation at that rate is crucial to their intellectual and emotional development. Differences in rate and pace can vary, necessitating differences in kind and degree of instruction.
- Many Gifted and Talented students are passionate about depth, range and complexity of knowledge. Many Exceptional Learners easily and quickly seek out and master the core concepts and skills of disciplines, and desire to pursue them further. These students need to be extended beyond core content, to work at higher levels demanding greater complexity of thought. Gifted and Talented students need the challenge and freedom to explore, research and express themselves.

- Ability grouping- Gifted and Talented students need the challenge and stimulation of being together, with high levels of academic expectation set for products, processes and content.
- Provision needs to be made in each faculty for Gifted and Talented students from Year 3 to 13.
- Tutoring and mentoring by peers and students in higher year groups is to be approached cautiously. The Gifted and Talented students and his/her parents must reach agreement with the school.

Aims

At CIS we work together to meet the special needs of the Exceptional Learners in our care in the following ways:

- To use a broad range of qualitative and quantitative data to identify Gifted and Talented students. Data from CAT 4 Test and progress test are utilised and monitored regularly.
- Learning Managers and the Gifted and Talented Coordinator draw parents' and children's attention to relevant and stimulating extra-curricular events within reach of Dubai. Which could inspire, enthuse or motivate specific children, based on our unique knowledge and understanding of their interests and talents.
- Organising attendance at workshops or events led by the Local Authority specifically for Gifted and Talented students.

The role of the School Inclusion Team

The School Inclusion Team (SIT) leads initiatives to meet the needs of pupils within the school. The SIT support staff in their identification and monitoring of pupils both academically and pastorally. The SIT keeps up to date with information about resources and services, shares this information with colleagues and compiles and updates registers for SEND, ELL and Gifted and Talented students (G and T). A crucial part of this role is to analysis progress and work with SLT to adjust provision to meet changing needs.

The role of Gifted and Talented Coordinator

The Gifted and Talented Coordinator in conjunction with the Inclusion department monitor the ongoing progress of all pupils identified as either gifted or talented. This is achieved by.

- Assists with the identification of Gifted and Talented students
- Monitors the social and emotional needs of Gifted and Talented students
- Assists with the continuing up grading of the professional expertise of the staff
- Discussions with parents and students to promote extra-curricular extension/enrichment activities.
- Has specific training in meeting the needs of Gifted and Talented students
- Supporting departments in further developing differentiated teaching, curriculum enrichment and extension and ensuring that resources are provided to improve provision for Gifted and Talented students
- Developing strategies to ensure that high achievement, effort and perseverance is valued and encouraged at individual, tutor group, year and whole school levels
- Monitor and evaluate individual performance of the Gifted and Talented cohort.
- Identify and address the needs of underachieving Gifted and Talented students.

- Liaise with the network of coordinators in GEMS schools to share good practice and experience.
- Recommend extension and enrichment activities and opportunities.
- Demonstrate and disseminate good classroom practice in teaching the Gifted and Talented students
- Provide mentoring and support for those on the register.
- Report regularly to the Senior Leadership Team.

Ensuring Quality

The Gifted and Talented Coordinator in conjunction with the Inclusion department will be responsible for ensuring quality throughout the programme. The quality of enrichment/study will be:

- Delivered by enthusiasts which, carefully planned, evaluated and modified as and when necessary
- Clear outcomes which relate to pupils' needs and have a tangible end product e.g. certificates, better examination grades
- Appropriate to the careful selection of gifted and talented students
- Related to curriculum content and can extend student understanding or are in an area of student interest outside the curriculum.
- Involvement from partners from the local community, external agencies, or companies.

Identification & Documentation

Gifted and Talented students at CIS are students of exceptional ability who are judged as showing outstanding skill in one or more of the following areas:

- General intellectual ability
- Specific aptitude in one or more academic subjects
- Visual arts
- Performing arts
- Sports and athletics

Academic Gifted and Talented – CAT4:

Cognitive Abilities Test 4 (CAT4) is used as the foundation for identifying intellectual ability in children aged 6 and above. This is a measure of ability in various elements of reasoning and can therefore be an indicator of innate potential in various academic pursuits. The CAT 4 results must be moderated using teacher judgements and curriculum-based assessments. Standardised scores of 127 or above in any battery of the CAT4 assessments indicate that a pupil is within the top 5% of the general population for that area of reasoning.

When using the CAT4 assessments to identify gifted and talented learners, at CIS we follow the benchmark and guidelines below:

- A CAT4 score of **overall 130 and above**
- There should be at least **2 scores of 127 or above in any battery**
- The list should not exceed 10% of the pupil population (in order to ensure individual planning and provision is manageable)
- The list should not be less than 5% of the pupil population
- The CAT4 Assessments should not be used as a sole measure. CAT4 results should be moderated using teacher judgements and curriculum-based assessments.

Students will also be identified using several set criteria that aim to detect innate ability in a curriculum area. This information will also indicate if a student would be able to move through the curriculum at a faster rate. This testing will be multi layered and ongoing, as students who are gifted may not manifest their traits until they are at certain developmental stages. Procedures will be established to help with the identification of underachieving students and aid them in accessing their intellectual abilities.

Characteristics may be present before identification but should flourish and intensify with effective identification and provision/facilitation.

Students:

- are enthusiastic, innovative, enterprising, independent, efficient, and effective learners, well focused, reflective, analytical, collaborative, very clear communicators who are successful.
- make meaningful connections between areas of learning from a variety of sources to deepen their understanding of the world.
- apply acquired skills, knowledge and understanding confidently and accurately to new learning contexts, both real and abstract.
- hypothesise and draw inferences to facilitate their problem solving.
- are meta-cognitive and self-regulated.
- They take responsibility for their own learning. The gifted and talented learner asks the questions, knows without working hard, enjoys self-directed learning and uses that imagination to experiment with ideas.

A variety of methods will be used to identify Exceptional Learners, including:

Academic Gifted and Talented:

- Students with a **CAT4 score of 127-129** in two or more batteries with an attainment in line with internal / external assessments or above expectations are identified as highly able and talented.
- Students with an overall **CAT4 score of 130 or above** with attainment below /inline /above expectation in internal or external assessments are identified as gifted.
- Students with a **CAT4 score of 130 or above in 3 or more batteries** with attainment in line or above expectations are identified as gifted and talented.
- Students with a **CAT4 score of above 130 in one or more batteries** who are underachieving against that profile will have an **Advanced Learning Plan (ALP)** prepared.
- All other identified students will have an **Individual Challenge Plan (ICP)** and will be listed and challenged within class.

Non- academic Gifted and Talented:

- Pupils may express gifts and talents in areas outside of traditional academic and intellectual pursuits. These broader gifts and talents can be more challenging to accurately identify as individual schools can lack the context or experience to make accurate judgements in a given area.
- At CIS we use the Gifted and Talented checklist which gives context and benchmarks for high performance across sport, visual arts and performing arts (**Appendices 3 to 8**)
- Communication and input from the pupils themselves and their families is a vital element of establishing wider gifts and talents and should routinely collect information about performance and representation outside the school context.
- Once identified as Gifted and Talented, school should actively seek opportunities to foster and celebrate these gifts and talents.

Class teachers and specialised subject teachers identify gifted and talented students as early as possible in their time at our school (**APPENDIX 1, 3, 4, 5, 6, 7, 8**)

Collection of evidence from other sources (parents, outside providers, observations of other colleagues - special educational needs coordinator, teaching assistants)

Testing and tracking (results of national curriculum tests, school spelling and reading tests, CAT and GL assessments) **APPENDIX 2**

Class teachers and Mentors are responsible for tracking the progress of these children and keeping a folder of evidence for the child.

Gifted and talented students will be provided with a **Teacher Mentor** for them to liaise with outside the class teacher and whose purpose is to monitor the students social, emotional and academic progress.

Provision for gifted and talented students is also part of the Induction programme for new staff.

Letters are sent to parents/carers of gifted and talented students explaining what it means to be gifted and talented students and giving guidance on support strategies for their children.

Level of Provision

The identification of gifted and talented students should not be viewed as an isolated activity. To ensure that the correct level of support is put in place for the students at CIS, we use two individual planning documents. Every student on the gifted and talented register has an **Individual Challenge Plan (ICP)**, recorded on the GEMS Genius – Challenge Pathway template at Appendix 2. Students who are identified as underachieving against their profile have an **Advanced Learning Plan (ALP)** in addition, which targets the specific barrier to performance. Both plans ensure that a programme of provision is delivered to target development, and both are developed with the student, parent, G&T Coordinator, Learning Manager and Head of Year.

Individual Planning

All pupils identified as Gifted and Talented have an **Individual Challenge Plan (ICP)**. An **Advanced Learning Plan (ALP)** is prepared in addition where a pupil is underachieving against their identified profile, that is where:

- They have a CAT4 Score overall of 130 and above and are not attaining in line with that profile
- They are twice exceptional (they present a specific barrier to learning)
- They have other identified vulnerabilities, including wellbeing

Both plans are reviewed every term and are accessible to all staff who work with the pupils. **(Appendix 2)**.

The ICP is recorded on the GEMS Genius – Challenge Pathway template at Appendix 2 and is prepared by the Lead Professional together with the class or subject teacher. The **Lead Professional** is the Teacher Mentor assigned to the student (Head of Year or Faculty Leader), working with the G&T Coordinator and the Inclusion department. The plan records:

- Student information and the team around the child, including the names, roles and contact details of everyone working with the pupil.
- The pupil's Inclusion Profile and Wellbeing Profile.
- The specific areas of strength that led to identification as gifted and talented, together with the relevant assessment information.
- Pupil voice, recorded in the pupil's own words, covering their strengths, how they learn best, what they would like to try, what they find difficult and what they want their teachers to know.
- School provision: the specific interventions and actions, who leads each one, the resources required and the date of expected implementation.
- Up to five measurable targets, each with a named subject and a clear review schedule, generated in conjunction with the pupil, their parents or carers and the key staff working with the pupil.
- Review comments at each cycle on what is working well or not working well, whether goals should be modified, and whether strategies should be continued, revised or replaced.

The completed ICP is signed by the Lead Professional, the teacher and the parent, with confirmation recorded that the student has been consulted and the date of the next meeting agreed. Where a pupil holds both an ICP and an ALP, the two are reviewed together in the same meeting so that challenge and the barrier to performance are addressed in a single cycle.

Gifted and talented students identified will be provided with a **Teacher Mentor (Head of Year/Faculty Leader)**. A Teacher Mentor along with the G & T Coordinator in conjunction with the Inclusion department

will help guide, track and support students. Subject heads will be the mentors of Talented students.

The ICP and ALP will be monitored by the G and T Coordinator, Learning Manager, and Head of Year in conjunction with the Inclusion department and will be regularly reviewed with parents and students on a termly basis. Adjustments will be made to ensure progress.

Organisational procedures

A key idea in the CIS Gifted and talented Programme is that the differentiated work done by a student is in place of other work. Extension works and work done as part of the program should not mean more work. It means more demanding and more rigorous work. Students who have qualified for the Gifted and talented Programme will not have to catch up on class work that they have missed. Students' work completed as part of the program will be published in several ways. Gifted and talented students are encouraged by subject teachers, learning managers and the G&T Coordinator in conjunction with the Inclusion department to attend appropriate extra-curricular activities. e.g. music clubs, sporting events etc. for them to develop other skills and talents.

Classroom Stretch and Challenge

Teachers will use a range of strategies designed to meet the needs of Gifted and talented students including;

- With the support of Inclusion team plan appropriate differentiation to allow these children to challenge and extend themselves beyond the levels of the highest ability group within the class, through enrichment, extension, opportunities for investigative learning or through the use of higher order thinking and questioning skills
- Provide open-ended tasks and extension through questioning.
- Set more detailed and complex tasks to stimulate critical thinking.
- Tackle objectives from older year groups e.g. coverage of parts of the curriculum for Gifted and talented students where and if appropriate.
- Use varied and flexible groupings within the classroom, sometimes mixed ability, sometimes similar ability. Providing opportunities to gifted and talented students working with less able children allows the former to explain concepts and key learning to their peers, which is very powerful for both parties.
- Give gifted and talented students opportunities for leadership within the student leadership team.
- Encourage, gifted and talented students to stretch themselves in areas where they are less confident so that they take risks, experience setbacks and have opportunities to deal with failure appropriately.
- Plan lessons that will motivate, challenge and extend gifted and talented students in their class.
- Record extension tasks clearly on planning.
- Ensure marking and feedback are appropriate for each child's ability.
- Monitor pupil progress formally and informally on a regular basis.
- Review pupil progress termly and report to parents.
- Enrichment tasks will be initiated by teachers to broaden the child's skills and understanding that increase the depth of study in a specific area.

Faculties-

Each faculty will implement a system to deal with the needs of gifted and talented students. It is recognised that each faculty has different needs and there may be variations between faculties.

However, the basis of this system is as follows.

A Pretest- A Pre-Test that determines a student's level of achievement with a curriculum. This is to identify students who not only have innate ability in a subject area but also have developed their ability

sufficiently to qualify as gifted and talented students. Unless it has been established that a student is already familiar with the regular curriculum and core work, they should not be permitted to be withdrawn from regular class work and the regular curriculum to work with a differentiated curriculum.

- a) Differentiation and Extension for Exceptional Learners;** A differentiated curriculum that extends students laterally within a subject or topic. This does not mean acceleration. Once a student has been identified as a gifted and talented student in an area of study, differentiated work or extension work needs to be provided for the student to enrich their education. This may be in the form of work within the classroom or withdrawal from the classroom for the student/s to work on individual research tasks or group work. The differentiated curriculum and extension work should be of a sufficiently demanding level and interest to the student.
- b) Assessment;** An assessment procedure for work done as part of the differentiated curriculum. Extension work should not mean more work. It means more demanding and more rigorous work.
- c) Reporting;** Formal reporting of work done as part of the differentiated curriculum. Work that has been done by the student that is part of the Differentiated Curriculum should be formally reported on to the parents.

Enrichment - It is expected that the vast majority of gifted and talented learners will be taught in mainstream classes as part of a differentiated curriculum. Provisions for gifted and talented learners need to include opportunities for enrichment, extension and acceleration within and beyond the classroom.

Gifted and Talented pupils should be exposed to regular opportunities to engage in extension and enrichment tasks that are extra-curricular events. These may include:

- Competitions and performance events
- Workshops and school visits
- School run Extra-Curricular Activities
- School excursions and trips

Acceleration

Students should not be accelerated without extensive consultation with parents, teachers and the student himself. Acceleration should be only considered as an option if all methods of laterally differentiating the curriculum have been explored fully.

Alignment with the GEMS Teaching and Learning Frameworks

Provision for gifted and talented students at CIS is delivered through the GEMS frameworks that govern teaching and inclusive practice across the group: the Teach Like a GEM: Playbook and the Sparkling GEMS Inclusion Handbook and Toolkit. These frameworks are not additional to this policy; they are the means by which it is enacted in classrooms and the mechanism through which the school evidences the KHDA and UAE School Inspection Framework expectations for this group.

Teach Like a GEM governs the quality and level of challenge in daily classroom practice and sets out named adaptations for gifted and talented learners within each of its techniques. Sparkling GEMS governs inclusive pedagogy and the graduated approach, and applies to gifted and talented provision principally where a student is twice exceptional. Read together with the Individual Challenge Plan, the enrichment offer and the monitoring arrangements set out below, the frameworks cover the areas KHDA scrutinises in relation to this group: challenge in teaching, modification and enrichment of the curriculum, and the care, guidance and support that allow exceptional ability to be sustained.

Teach Like a GEM (TLAG)

The Teach Like a GEM: Playbook codifies seventeen classroom techniques grouped into GEMS Essentials, GEMS Talk and GEMS Culture. Each technique carries an All GEMS Shine panel setting out adaptations for multilingual learners, students of determination and gifted and talented learners, on the principle that what works for one works for all. At CIS these adaptations are the expected minimum for students on the gifted and talented register, are recorded on planning, and are carried through to the

School Provision section of the Individual Challenge Plan:

- **Do Now (retrieval practice):** challenge gifted and talented students with complex, open-ended prompts that prioritise creative and divergent thinking.
- **Learning Outcomes:** ensure outcomes allow for stretch and challenge, and expose gifted and talented students to aspirational worked examples, asking them to identify the features that make the work exceptional.
- **Affirmative Checking:** pre-plan questions that promote deep cognition and extend creative thinking while circulating.
- **Exit Ticket:** offer gifted and talented students optional extension questions to promote deeper thinking.
- **Show Call:** maintain a bank of external aspirational examples, and during the analysis phase require gifted and talented students to provide detailed justifications or insights.
- **Cold Call:** strategically select higher-performing students to answer and model more complex questions.
- **Everybody Writes:** encourage students to make the thinking process explicit in order to extend cognition.
- **Right is Right:** hold out for complete and accurate answers and require precise, technical vocabulary rather than accepting close-to-right responses.
- **Habits of Discussion:** vary the talk tactic roles of instigator, builder, challenger and summariser to build capacity and confidence in academic discourse.

Stretch It is the principal challenge technique within the Playbook and should be visible in every lesson for students on the register. Teachers acknowledge the correct answer, pose a follow-up question, require reasoning, introduce greater complexity and then connect the response to other topics or real-world applications. The Stretch It question frames structure this: Building on Answers, Justification, Leveraging Prior Knowledge, Clarifying and Deepening, Applying Concepts, Multiple Perspectives, and Challenge Boundaries.

Challenge is planned from the outset of a sequence of learning rather than added as a supplementary task at the end, and demands greater complexity of thought rather than greater volume of work, consistent with the principle in this policy that extension work replaces rather than supplements core work. Depth and lateral extension are prioritised before acceleration is considered.

Implementation runs through the Playbook's own professional development structure. Where the Global Goal for the Week focuses on a technique with a direct challenge function, the Gifted and Talented Coordinator contributes gifted and talented examples to the practice clinic, and the See It, Name It, Do It sequence is used to rehearse the adaptation rather than the technique in isolation. Instructional coaching drop-ins, book looks and planning scrutiny form part of the Inclusion quality assurance timetable, with challenge for gifted and talented students recorded as a distinct focus. Where the GEMS INSPIRE model is used, technology is applied to personalise and extend tasks for this group, with teacher review of any AI-generated material before use.

KHDA alignment: Performance Standard 3 (Teaching and Assessment), where teaching is expected to meet the needs of all groups of students including the gifted and talented, and assessment information is expected to be used to modify teaching in lessons.

Sparkling GEMS and the Twice-Exceptional Learner

Sparkling GEMS is the GEMS inclusion strategy for Students of Determination and is integrated with the Teach Like a GEM approach. It applies to gifted and talented provision principally where a student is twice exceptional, that is, where exceptional ability sits alongside an identified barrier to learning. In these cases the routes are held together rather than run in parallel:

- Where a gifted and talented student is also on the Inclusion Register at Level/Tier 2 or above, the Individual Challenge Plan and, where applicable, the Advanced Learning Plan are reviewed alongside the Sparkling Excellence Plan (IEP), so that the barrier and the strength are addressed in the same cycle and by the same team around the child.
- The graduated approach (assess, plan, do, review) is used both to identify need that has not previously been recognised and to test the effectiveness of adaptive strategies already in place. Reviews are held termly with the student and parents.

- The High 5 strategies — know the child, plan creatively, clear and consistent language, scaffold, and know more remember more — together with the EEF Five-a-Day principle, form the quality first teaching baseline for this group before any additional provision is considered.
- The Presentation of Need Checklists and Adaptive Teaching Strategy Banks support teachers in identifying a barrier that may be masking exceptional ability. In line with the Sparkling GEMS guidance, the SEMH checklist is reviewed only after the other categories have been considered, as SEMH is commonly misidentified as a primary need when an unidentified need exists elsewhere.
- Underachievement against potential is examined using PASS data alongside CAT4, NGRT and attainment information, all of which are recorded on the Inclusion Register and submitted to the KHDA Portal termly.
- The Sparkling GEMS Subject Charters support subject-specific adaptation and the development of pupil self-efficacy, maintaining high expectations and a can-do attitude for students whose barrier might otherwise depress their view of themselves as learners.

Referral in either direction runs through the school's in-school referral system, so that a subject teacher who identifies exceptional ability in a student already receiving Inclusion support, or a barrier in a student already on the gifted and talented register, raises it through a single consistent process.

KHDA alignment: Performance Standard 5 (The Protection, Care, Guidance and Support of Students) and Performance Standard 4 (Curriculum), in respect of curriculum modification for students with more than one identified need.

Enrichment and the Celebration of Talent

Beyond the classroom, provision develops giftedness into demonstrable talent and recognises exceptional achievement across the domains identified in this policy: general intellectual ability, specific academic aptitude, visual arts, performing arts, and sports and athletics.

- The enrichment offer is mapped against the identified domains so that every student on the register has access to a relevant opportunity each term, recorded in the School Provision section of the Individual Challenge Plan.
- Competitions, performance events, workshops, school visits, extra-curricular activities and external representation are logged centrally by the Gifted and Talented Coordinator.
- Non-academic gifts and talents are captured using the subject checklists at Appendices 3 to 8.
- Information is routinely sought from students and families about performance, representation and achievement outside the school context.
- Achievement is celebrated publicly through assemblies, displays, school communications and the school recognition system, so that high achievement, effort and perseverance are visibly valued.
- Participation and outcomes are reported to parents at each review point.

Enrichment activity is reviewed termly for reach as well as quality. Where students on the register have not accessed an opportunity, the Gifted and Talented Coordinator addresses this with the relevant Head of Year and Faculty Leader.

KHDA alignment: Performance Standard 1 (Students' Achievement) in respect of progress made against starting points, Performance Standard 2 (Students' Personal and Social Development, and their Innovation Skills), and Performance Standard 4 (Curriculum) in respect of enrichment.

Evidence, Monitoring and Reporting

Classroom challenge, enrichment and wellbeing are monitored together rather than separately, so that a single view of each student is maintained. The Gifted and Talented Coordinator, in conjunction with the Inclusion department, is responsible for the following cycle:

- Termly scrutiny of planning, books and lesson visits against the Teach Like a GEM techniques and their gifted and talented adaptations, sampled across faculties and phases.
- Termly review of the enrichment log for participation, breadth and impact, with gaps in access reported to the Senior Leadership Team.
- Termly review of Individual Challenge Plans, and of Advanced Learning Plans where held, with the pupil, parent, Lead Professional, Learning Manager and Head of Year, held alongside the Sparkling Excellence Plan (IEP) review where the pupil is twice exceptional.

- Annual verification that the register remains within the benchmark of 5 to 10 per cent of the student population set out in the Identification section, moderated against teacher judgement and curriculum-based assessment.
- Reporting to parents each term and to the Senior Leadership Team on the progress, participation and wellbeing of the cohort, including identified underachievers.

Documentation produced through this cycle constitutes the school's evidence base for gifted and talented provision at inspection and is retained by the Inclusion department.



APPENDIX 1										Exceptional Learners Referral Form for Teachers									
Student Name:					Teacher:					Class: Subject:					Date:				
CAT 4																			
Verbal					Non-Verbal					Mathematical					Spatial				
Progress Tests																			
Maths					English					Science									
Stanine		SAS			Stanine		SAS			Stanine		SAS			Stanine		SAS		
Please use your opinion of how strong the following abilities are 3 = very strong , 2 = moderate , 1 = minor . Please use tick mark accordingly. No tick indicates that have not seen a strength at all in that area. This may be because your teaching area does not give opportunity for the student to exhibit those abilities.																			
Strength and Abilities		3		2		1		Descriptions of student behaviour. Please tick mark any you think the student exhibits											
1 Humanities								Heightened levels of curiosity and a wide range of interests						Takes on too many projects					
2 Languages								Long attention span						Dislikes interruptions					
3 Writing								Ability to handle abstract ideas.						Questions others' opinions					
4 Oral expression								Flexibility in thinking						Disrespectful of authority					
5 Artistic/aesthetic								Alert and subtle sense of humour.						Preference for unusual original responses					
6 Academic								Superior vocabulary and verbal ability						Bossy and influences other students					
7 Creative								Excellent retention of knowledge						Dislikes subject boundaries					
8 Mathematical								Independent						Avoids discussions or group work					
9 Social/emotional								High level of personal responsibility and commitment						Frustration with personal performance					
10 Mechanical								Strong feelings and opinions						Appears opinionated, argumentative					
11 Scientific								Do you think this student is underachieving?						Isolates self from peer group					
General Comment:										Signature of the teacher									
										Signature Head of the department									



APPENDIX 2 GEMS Genius - Challenge Pathway (ICP)

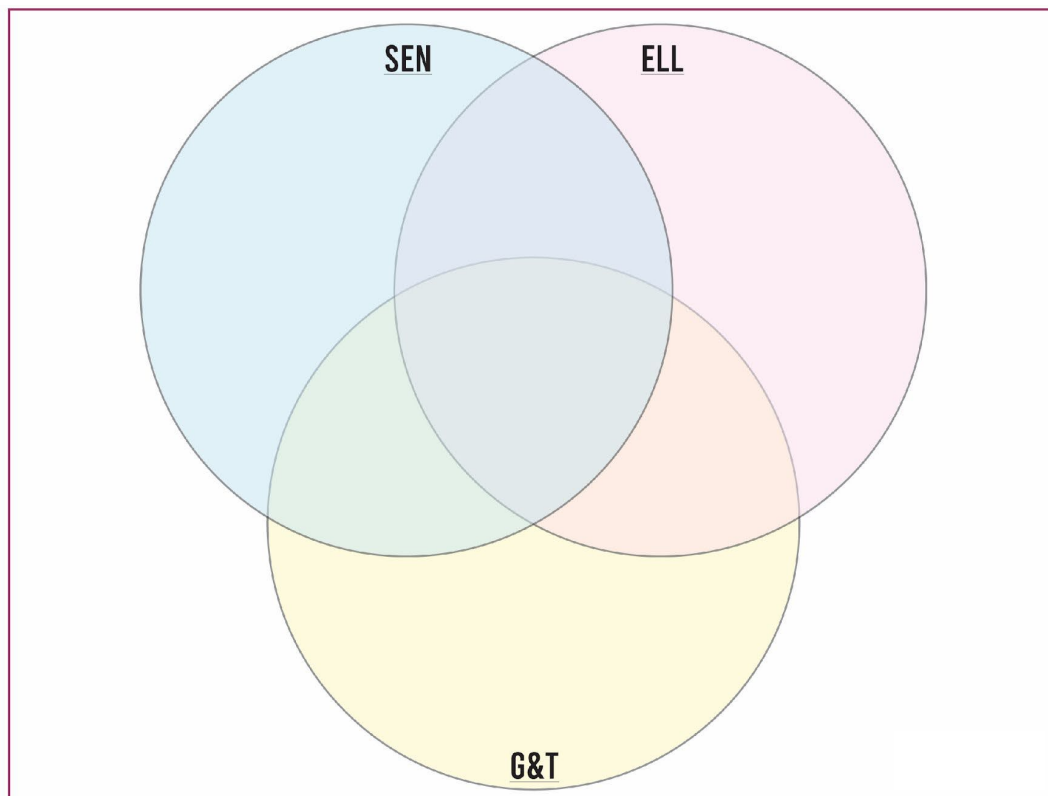
student information

Student's name:		Date of plan:	Student's Photo
School: Cambridge International School	Grade/Year level:	Date for review:	
Date of birth:	Student ID:	Teacher's Name:	
First Language:	Nationality:		

Lead Professional:

Name: Gishy Koshy	Name:	Name: Ayse B.
Contact details:	Contact details:	Contact details:
Role:	Role:	Role:
Name:	Name:	Name:
Contact details:	Contact details:	Contact details:
Role:	Role:	Role:

Inclusion Profile



Assessment Data:

CAT4

VR	NVR	QR	SR	Mean

PASS

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Wellbeing Profile



Wellbeing Summary

Areas of Strength:

Areas of Concern:



Specific Areas of Strength

Which specific areas of strength does the pupil have that has led to an identification of Gifted and Talented? Include any relevant assessment information.

Pupil Voice

I feel my strengths are...

I learn best when....

I would like to try....

Some things I find difficult are...

I would like my teachers to know that...



School Provision
What will the school do to meet the needs of the pupil?

Specific Interventions / Actions	Led By	Resources Required	Date of expected implementation



Targets

The targets should be generated in conjunction with the pupil, their parents or carers and the key staff working with the pupil. The targets should be have a clear review schedule and should be measurable. There is space for 5 targets, but this can be altered to suit the needs of the pupil.

- Key:
- Goal achieved – new goal, teaching strategies and supports required
 - Still working on goal – review teaching strategies and supports required
 - Goal no longer relevant – new goal, teaching strategies and supports required

GOAL # _1_____ Subject:	DATE	■	■	■
		☐	☐	☒
GOAL # _2_____ Subject:	DATE	■	■	■
		☒	☐	☐
GOAL # _3_____ Subject:	DATE	■	■	■
		☒	☐	☐
GOAL # _4_____ Subject:	DATE	■	■	■
-		☐	☐	☐
GOAL # _5_____ Subject:	DATE	■	■	■
		☒	☐	☐



Additional comments: e.g. What is working well or not working well? Should goals be modified? Should the strategies be continued, revised, or replaced?

SIGNED BY

Signature: Lead Professional _____ Date: _____

Teacher _____ Date: _____

Parent _____ Date: _____

☐ Student consulted

Date of next meeting:


Exceptional Learner Referral Form for Teachers

Student Name:	Teacher:	Class:	Date:
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Talented in Art checklist

Please use **tick mark** accordingly. No tick indicates that have not seen a strength at all in that area. (7 to 8 tick mark)

Descriptions of student behaviour. Please tick mark any you think the student exhibits			Areas of strength Evidence:
1	Art is an integral part of them and they are able to think and express in creative & original way.		
2	Highly developed sense in thinking, perceiving, feeling when presenting ideas		
3	Demonstrates extraordinary skill in working with mediums-such as pencil, paint and color.		
4	Demonstrates detail and mastery when working with new combinations of art media confidently.		
5	Is constantly able to rework and refine her/his ideas as work progress to an excellent level.		
6	Has appreciation of the beauty and value of fine art and functional or applied art		
8	Shows a passionate interest in the world of Art & Design.		
9	Critically evaluates to make meaningful connections between their own work to others.		
10	Has won some recognizable awards and prizes inside or outside school competitions.		
General Comment:			Signature of the teacher
			Signature Head of the department



APPENDIX 4

Exceptional Learner Referral Form for Teachers

Student Name:	Teacher:	Class:	Date:
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Talented in drama checklist

Please use **tick mark** accordingly. No tick indicates that have not seen a strength at all in that area. (7 to 8 tick mark)

Descriptions of student behaviour. Please tick mark any you think the student exhibits			Areas of strength Evidence:
1	Can engage effectively with a role whether it be performance based or technical base		
2	Can confidently embody a character on stage		
3	Can confidently demonstrate the use of performance skills		
4	Can confidently verbalise the performance skills and devices used within Drama		
5	Confidently perform a scripted or improvised character to an audience		
6	Have the ability to engage effectively with an audience		
7	Are able to discuss and have personal opinions about drama/theatre productions		
8	Can direct and lead others in lessons		
9	Can perform without corpsing		
10	Work confidently in a team without overshadowing the thoughts and opinions in my group		
11	Acts as a role model and gets involved/leads PA projects		
12	Can be an active member of Performing Arts performance opportunities across the school		

General Comment:	Signature of the Teacher:
	Signature Head of the department:



APPENDIX 5

Exceptional Learner Referral Form for Teachers			
Student Name:	Teacher:	Class:	Date:
Talented in Music checklist			
Please use tick mark accordingly. No tick indicates that have not seen a strength at all in that area. (7 to 8 tick mark)			
Descriptions of student behaviour. Please tick mark any you think the student exhibits			Areas of strength Evidence:
1	Expresses feelings or emotions through musical performance		
2	Makes up original tunes, writes lyrics or both		
3	Has the ability to adapt from one instrument to another or from one voice part to another		
4	Identifies short rhythmic patterns as similar or different		
5	Has ability to show improvisation		
6	Is able to discuss musical concepts at a high degree of understanding		
7	Enjoys various musical performance		
8	Plays a musical instrument		
9	Takes private lessons to enhance natural ability		
10	Acts as a role model and gets involved/leads school musical projects		
General Comment:			Signature of the teacher
			Signature Head of the department

APPENDIX 6

Exceptional Learner Referral Form for Teachers

Student Name:	Teacher:	Class:	Date:
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Talented in sports checklist

Please use **tick mark** accordingly. No tick indicates that have not seen a strength at all in that area. (7 to 8 tick mark)

Descriptions of student behaviour. Please tick mark any you think the student exhibits			Areas of strength Evidence:
1	Spatially aware		
2	Show a high degree of motivation and commitment to practice and performance.		
3	Intelligent, independent, thoughtful performers, actively forming and adapting strategies, tactics, or compositions		
4	Able to reflect on processes and outcomes in order to improve performance, understanding the close and changing relationship between skill, fitness and the tactics or composition of their performance		
5	Good decision-makers and able to take the initiative, often showing high levels of strategic thinking, resilience, and adaptability .		
6	Creative, original and adaptable, responding quickly to new challenges and situations, and often finding new and innovative solutions to them.		
7	Particularly high levels of fitness for their age, in both specific and general areas		
8	Confident and responsive to new challenges		
9	Able to reflect on how they performed and suggest ways of improvement		
10	Fluent and coordinated in their movement		
11	Playing for club/ national team/regional team/international team		
General Comment:			Signature of the teacher
			Signature Head of the department

Exceptional Learner Referral Form for Teachers

Student Name:	Teacher:	Class:	Date:
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Talented in digital media checklist

Please use **tick mark** accordingly. No tick indicates that have not seen a strength at all in that area. **(7 to 8 tick mark)**

Descriptions of student behaviour. Please tick mark any you think the student exhibits			Areas of strength Evidence:
1	Highly perceptive and expressive when presenting design ideas.		
2	Demonstrates advanced skill in digital media tools (e.g., Photoshop, Illustrator, InDesign, Premiere Pro).		
3	Combines media techniques confidently, showing mastery and innovation.		
4	Shows deep interest in digital media trends and emerging technologies (e.g., VR, 3D modeling).		
5	Critically evaluates and connects own work to broader digital design contexts.		
6	Has received awards or recognition for digital media/design work (internal or external).		
7	Solves complex design problems creatively and effectively.		
8	Works independently, taking initiative and demonstrating self-motivation.		
9	Understands and applies user experience (UX) and interface (UI) design principles.		
10			
11			
General Comment:			Signature of the teacher
			Signature Head of the department

Exceptional Learner Referral Form for Teachers

Student Name:	Teacher:	Class:	Date:
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Talented in Islamic checklist

Please use **tick mark** accordingly. No tick indicates that have not seen a strength at all in that area. (7 to 8 tick mark)

Descriptions of student behaviour. Please tick mark any you think the student exhibits			Areas of strength Evidence:
1	Exceptional Memorization Skills – He/ She accurately memorize large sections of the Qur'an.		
2	High-Level Critical Thinking – He/She think deeply, ask insightful questions, and analyze Islamic rulings and values.		
3	He /She excels in debate, presenting Islamic viewpoints with confidence, structure, and evidence from the Quran and Hadith. He/She articulates arguments clearly while respecting differing perspectives.		
4	He/ She demonstrates exceptional general knowledge in Islamic Studies, often connecting historical events and Quranic references with clarity and insight. His/Her ability to recall facts and apply them contextually enriches class discussions.		
5	Initiative and Responsibility – He/She lead Islamic projects, organize events, and contribute meaningfully in class.		
6	Accurately memorizes large sections of the Qur'an with precision and consistency.		
7	Demonstrates outstanding memorization of Qur'anic passages.		
8	Recites long verses fluently with strong application of Tajweed.		
9	Retains Qur'anic content with clarity and advanced recall abilities.		
10	Thinks deeply and asks insightful, reflective questions.		
11			
General Comment:			Signature of the teacher
			Signature Head of the department

